

Route to

RR
Desk

School Life

Voting in the U.S.A.

1. Secret ballot
2. Choice of candidates
3. Freedom of information on candidates and issues

Sources of information

- Non-partisan { League of Women Voters
Citizenship
- Political party campaign
Newspapers
Radio



◀ **Vote—Your Right and Duty**
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FEDERAL SECURITY AGENCIES
Office of Education

Vote—Your Greatest Right and Duty

"My little vote doesn't mean anything,
so I'm not going to vote."

How often have you made this statement
or heard words to this effect?

TO APPEAL to those who express their feelings about voting in this or similar vein, and to present factual reasons why voting is a right and a responsibility of all citizens who share the benefits and privileges of our American way of life, is the goal of a Nation-wide campaign.

This national effort to get out the vote in every community during the forthcoming elections is spearheaded for the American Heritage Foundation by the Advertising Council. Joining with scores of national organizations in The National Non-Partisan Register and Vote Campaign are such groups as the National Education Association, the National Association of Radio and Television Broadcasters, the Future Farmers of America, and the American Library Association.

Target for this year's total number of voters is set at 63,000,000, which the American Heritage Foundation points out would be 15,000,000 more voters than went to the polls in 1948. The Foundation hastens to add, however, that even this number of voters would be less percentage-wise than the 78 percent of eligible voters who exercised their voting privileges in the year 1880. The United States stands low on the voting ladder in comparison with such countries as Belgium where 90 percent of the eligible voters go to the polls; Italy, 89 percent; England, 83 percent; Canada, 75 percent; Sweden, 80 percent; France, 75 percent; Israel, 72 percent, and Japan, 71 percent. In the 1948 national election only 51 percent of the eligible voters throughout the United States actually voted.

Americans in all walks of life frequently fail to vote in both local or national elections. A survey of nonvoters in Syracuse, New York, for example, revealed that large numbers of automobile dealers, doctors, bankers, teachers, real estate dealers, civic club members, lawyers, and dentists, did not cast their ballots. Twenty-three percent of the city's public school teachers did not vote in 1949 elections.

It is emphasized by the American Heritage Foundation and the Advertising Council that two major objectives to which the Get Out The Vote campaign will contribute importantly are the following:

1. To develop a greater awareness, and a keener appreciation of the advantages we have in this country, emphasizing the relationship of our hard-won civil liberties to our development as the greatest nation of free people in the world's history.
2. To persuade all Americans that only by active personal participation in the affairs of our nation can we safeguard our freedoms, preserve the liberties from which all these advantages flow, and continue to demonstrate to the world and ourselves, that the way of free men is best.

Don't forget. Go to the polls. Vote as you please, but vote, it is your greatest right and duty.

**School
★ Life**

Official Journal of the Office of Education
• • • Federal Security Agency

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Cover photograph credit: Martin W. Essex, Superintendent of Schools, Lakewood, Ohio, granted permission for SCHOOL LIFE to republish this photograph, appropriate to election time. The photograph appeared originally in the report on Lakewood's schools—"Imperative Needs of Youth."

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SCHOOL LIFE is indexed in Reader's Guide to Periodical Literature, and in Education Index - - - - - (Single copy price of SCHOOL LIFE—15 cents)

THE OFFICE OF EDUCATION was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."



President Truman with the British, French, and Canadian teachers at the White House. To the left of the President is Oscar R. Ewing, Federal Security Administrator. To his right is The Right Honorable Sir Oliver Shewell Franks, Ambassador from Great Britain. Children of teachers stand in foreground.

Humanizing International Relations

BARBARA DAVIS, 24 and attractive, had taught children of 7 and 8 years old at the Intake County School in Sheffield, England, since 1947.

On week ends from 1948 to 1950 she supervised blind children at the Royal School for Blind Children in Sheffield.

Miss Davis prepared for her teaching career at Whitelands Training College in London, and received a teacher certificate from the University of London.

This is the type of information that one British teacher furnished the British Committee for the Interchange of Teachers Between Great Britain and the United States as she added her application to many others asking consideration for a year's exchange with a teacher in the United States during the 1952-53 academic year.

Many Interests

Dr. Gordon Barry of the English Speaking Union and other representatives of the British Committee learned more about Miss Davis. She was a member of the Sheffield Teachers folk dance group and leader of a Wolf Cub Pack. She likes to organize walking tours, is interested in handicraft, and participates in outdoor sports.

The British Interchange Committee acted favorably upon the application of Miss Davis, and in August, with 99 other teachers from Great Britain, also selected for exchange positions this year, she set out on her first trip abroad. Twenty-three of the teachers sailed on the *Mauretania*. Miss Davis and the others were aboard the *Queen Mary*.

Like all newcomers to the United States by ocean voyage, Barbara and her fellow British teachers eagerly awaited their first views of the Statue of Liberty and the New York skyscrapers. Before the *Queen Mary* docked, the teachers went through immigration clearance, several were interviewed by newspaper reporters, and all were photographed for the Nation's press.

Miss Davis, bound for Drumright, Oklahoma, to exchange with M. Miree James in an elementary school, told a newspaperman she was looking forward to seeing a full-blooded Indian in feathered headdress. Doubtless she would meet some cowboys.

There were men teachers in the teacher exchange group also. One of them gained more than usual attention as the teachers opened their trunks and suitcases on the pier for United States Bureau of Customs officials to make their inspections. This gentleman was John G. Holmes, a teacher from

Kirkstall County Secondary School, Argie Road, Leeds, England. Mr. Holmes is exchanging positions with Jack Jay Potter, McKinley Elementary School, Susanville, California. Several officers of the Bureau of Customs inspected the "baggage" of Mr. Holmes, which included one brand new latest-type three-speed British motorcycle. Mr. Holmes plans to continue his 25-year-old hobby of cycling while he is one of our country's teachers.

First Impressions

Official welcomes were in order for the visiting teachers in New York City. Department of State, U. S. Office of Education, and British Embassy representatives addressed the teachers, helped them learn our ways of doing things, going places, eating, and having a good time. Sightseeing, radio shows, the theater, ball games, Broadway, the United Nations, gave the British teachers, and four French teachers who arrived on the *Liberté*, first impressions of America and our way of life.

After their first United States train ride from New York City to Washington, D. C., the teachers, some with their wives, husbands, and children, were greeted at the Union Station by Earl James McGrath, United States Commissioner of Education.

Speaking for the U. S. Office of Education, which, with the Department of State, and with the cooperation of leading educational organizations in the United States sponsors the British-American teacher interchange program, Commissioner McGrath said, "The efforts of the peoples of the free world to create international understanding, goodwill, and peace will be greatly enhanced by your presence here in the United States during this academic year." He said that since 1946, when the program was initiated, there have been 713 exchanges between teachers of the United States and



Television records the welcoming message of U. S. Commissioner of Education Earl James McGrath to the visiting teachers, and the response made by Gordon Barry, of the English Speaking Union and representative of the British Committee for the Interchange of Teachers Between Great Britain and the United States.

Great Britain alone. "This means a total of 1,426 teachers who have left their home teaching posts to experience this thing we call international relations at first hand," said Commissioner McGrath.

At The White House

From station to hotel, to Federal Government agencies, British and French embassies, teas and banquets, the interchange teachers went. They saw our government in action. They met our Nation's top executives and leaders. They visited our national shrines. They learned to know us better.

Federal Security Administrator Oscar R. Ewing interrupted his vacation in New England to present the British and French teachers and one Canadian teacher to President Truman at the White House on August



The exchange teachers hear a welcoming address by William C. Johnstone, Department of State, in the Federal Security Auditorium, Washington, D. C. Their children have front-row seats.

21. Mr. Ewing, in presenting the teachers, said, "By their very presence, they prove the cordiality between our nation and the nations they represent. But by their actions, they strengthen that spirit of cordiality."

The President of the United States, in the presence of The Right Honorable Sir Oliver Shewell Franks, Ambassador from Great Britain, and important Government officials, told the interchange teachers, "I think this is the way for us to find out exactly what our people are, and how they think, and how they act; and when you find that

out you will find that there isn't a great deal of difference between us That is a contribution to peace in the world, to the welfare of all the people in the world an honest peace, not a propaganda peace."

Television and Travel

Barbara Davis experienced eating her first hamburger sandwich a day later. She told a Washington, D. C., television audience about her school in England and her first observations of our country. An hour later, in company with another exchange teacher, Margaret June Cross, of Gors Secondary Modern School, Gors Road, Swansea, Wales, going to San Francisco, California, to exchange positions with Juner Bellew at the Abraham Lincoln High School, Miss Davis boarded a Greyhound bus en route to Drumright, Oklahoma, to teach, to learn, to live, and to further discover America.

An Important Contribution

Like the other 99 interchange teachers from Great Britain, 4 from France, 7 from Canada, others from Australia, Austria, Belgium, Germany, Italy, the Netherlands, New Zealand, and Norway, and their United States teacher counterparts in these several countries, Miss Davis and many other teachers this year, through human relations, will contribute much to international good will and world understanding.—JOHN H. LLOYD.



U. S. Commissioner of Education Earl James McGrath welcomes British and French teachers upon arrival in Washington, D. C. Here he is shaking the hand of a British youngster, son of one of the exchange teachers going to Yuba City, California.

Atomic Energy Education at Kenmore

by Rolland J. Gladieux

Head of the Science Department, Kenmore High School, Kenmore, N. Y.

SCIENCE EDUCATORS are in common agreement that the educational experience of today's boys and girls should include learning in the area of atomic energy.

They believe that the very nature of the age in which we live calls for educational exploration in this relatively unexplored field.

The schools of Kenmore give rightful emphasis to this challenging topic in the regular curriculum as well as in extra-curricular science activities.

Two science clubs are largely responsible for extra-curricular science in the Kenmore Senior High School. These clubs meet Thursday evenings in the school science laboratories. One group of students works with Miss Louise Schwabe, sponsor of the Biology Club, while another group works with the writer who sponsors the Physical Science Club. These two clubs have neither officers nor dues. Membership is based strictly upon interest and aptitude in science. Youngsters involved are capable and science-minded. The club is simply conceived of as a place to work. Hundreds of other students participate in additional club activities in the school's Thursday evening club program.

Specialists Help

Project activity is usually followed in the science clubs. The environment is conducive to work. Space for working tools, equipment, materials, supplies, and files of many journals are provided. When the students require more detailed information than this environment can give them, arrangements are made for them to confer with specialists in the area. The specialist may be a high vacuum man, an electronics engineer, a high polymer man, the superintendent of a hospital, or the dean of an engineering school.

Kenmore Public Schools are located in the heavily industrialized Niagara Frontier. Scientists and engineers who man

these industries have not only given technical assistance to the boys and girls in their various club projects, but the industries themselves have also given freely of specialized supplies and equipment. The only obligation on the part of the school for these valuable community resources is simply to make effective use of the material so generously made available.

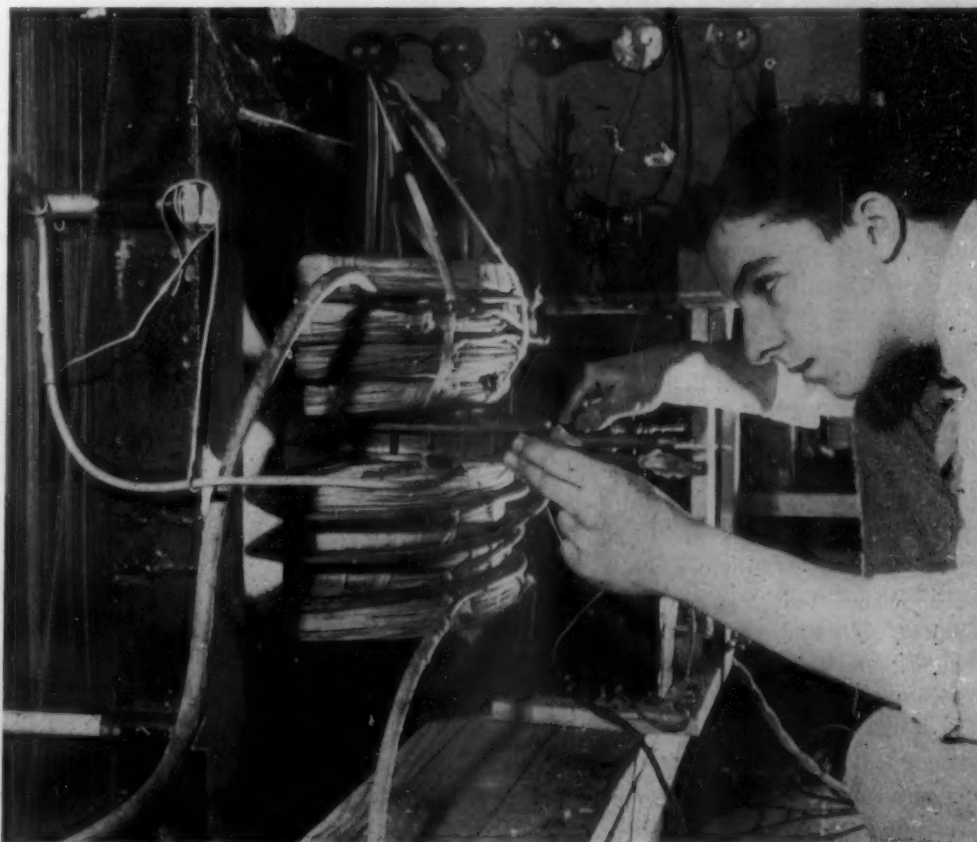
Results

A number of student projects concerning atomic energy have been successfully completed in the science club. These have included the construction of a linear proton accelerator, reported in the September, 1947 *Journal of Chemical Education*, the construction of a scintillation counter or alpha

particle detector, described in the May, 1951 issue of *Chemistry*.

Other items constructed by Kenmore Senior High School science club members have been an electron accelerator patterned after a Van de Graaff generator, a Geiger counter, a Wilson cloud chamber, a Tesla coil, an Oudin coil, and another Van de Graaff generator.

There seems to be no particular rule as to how the youngsters get started on their projects. Some of the students have sufficient personal initiative to know what they want to do. In other cases a mere suggestion will suffice to get them started reading journals and other references. However, one of the most common questions asked by students of their science teacher or



Robert E. Simpson, of Kenmore High School, getting his half-million electron-volt cyclotron ready to smash atoms and make material radioactive. His engineering project has been termed a "monumental task."

science club sponsor is "What can I do for a project?"

The club project that has received widest publicity is that of the construction of a half mev cyclotron. This was indeed a monumental task, and was engineered by a boy, Robert E. Simpson, who had the necessary attributes for completing the job. These qualities include a high degree of manual dexterity, an immense physical drive, the necessary intellectual vigor, plus confidence that the machine could be built. Although other boys helped Robert in certain details, the venture is properly classified as an individual rather than a group project.

How It Was Done

Building of the cyclotron grew out of a curricular experience. The general topic of particle accelerators was being discussed in the writer's class in chemistry. The discussion relating to the cyclotron in particular appeared to fire Robert's imagination. He submitted rough sketches and said that he believed that such a machine could be built in the school laboratory. Although I may have been privately skeptical of his optimism, I was careful not to convey my skepticism to him. I directed him to explore the *Physical Review* and other sources of technical information dating back to 1932. This he did with zeal. Power resources of the school were found to be adequate. A list of parts was compiled and obtained from cooperating industries of the area. Finally, Dr. Ernest O. Lawrence checked Robert's plans and approved them.

The most significant science club project in the general field of atomic energy was the construction of a demonstration model nuclear reactor. This venture was conceived of and executed jointly by two gifted boys, Robert Detenbeck and Dennis Malone.

The writer described to the students the demonstration nuclear reactor of Dr. John Dunning that he had viewed in New York city during the December 1949 AAAS-Joint Science Teaching Societies meeting. The two boys said, "We'll build you one." And they did!

Other completed club projects involving the use of manual skills include the construction of a television receiver, the construction of a pH meter, the construction of a stroboscope, a demonstration radar apparatus and the determination of wave length by Lecher wires.



Kenmore science students with several of their laboratory productions.

New Farmers of America Leaders at FSA

FIRST-HAND reports of their home farm projects were made by Negro vocational agriculture students to Deputy Federal Security Administrator John L. Thurston recently.

The students, national officers of their organization—the New Farmers of America—were welcomed by Mr. Thurston in his office upon occasion of the meeting of

national officers and the national advisory council of the NFA in the Office of Education, Federal Security Agency.

The Office of Education sponsors this active organization of 34,000 Negro farm boys throughout the United States who carry on practical farm projects in connection with their studies in vocational agriculture.



John L. Thurston, Deputy Federal Security Administrator, greets national officers of the New Farmers of America, and members of the NFA national advisory council in his office. U. S. Commissioner of Education Earl James McGrath, to left of Mr. Thurston, presented the visitors to the Deputy Administrator.

Fifteenth International Conference on Public Education

AT THE CONCLUSION of the Fifteenth International Conference on Public Education held at Geneva, Switzerland, in July 1952, Earl James McGrath, United States Commissioner of Education, said, "The greatest task today is to preserve peace, but peace only with freedom. By freedom I mean not only freedom in the negative sense of freedom from the evils of tyranny and oppression, but also freedom in the positive sense of having opportunity to live one's life to the fullest in company with one's fellowmen. Freedom of the positive kind can be guaranteed only by education, and by developing possibilities for education in all countries. It was therefore fitting that the previous year's Conference had considered what steps should be taken to extend compulsory education, and that this year's Conference had continued these discussions with special reference to women's education. Future years should provide a rich harvest in the form of fuller and better living as a result."

Two Major Topics

Commissioner McGrath attended the conference of world educational leaders as a member of the United States Delegation, and served as chairman of the delegation.

Dr. Margaret Clapp, President of Wellesley College, another member of the United States Delegation, was named President of the Geneva Conference. The third member of the United States Delegation to the conference was Dr. Blanche Bobbitt, Supervisor of Science, Mathematics, Health Coordination and Aviation Education, Division of Secondary Education, Los Angeles City Schools.

This year's conference discussed chiefly two major topics—Access of Women to Education, and Teaching of Natural Science in Secondary Schools. Each of the educational leaders also presented for his country a report of progress in education during 1951-52. Commissioner McGrath presented a report, Educational Developments in the United States—1951-52.

Miss Henriette Sourgen, Delegate of France, presented a report on Access of

Women to Education based upon returns of questionnaires sent to all countries.

She reported: "The factors affecting women's access to education vary in importance and vary nowadays from one country to another The various factors . . . come into play mainly beyond the level of compulsory education. The principal impeding factors are economic and social ones, such as the family economic level, the priority given to sons when family resources are not sufficient to cover the education of all the children, the prejudices held in certain circles against the access of women to given fields of activity, and the belief that higher education is pointless in the case of women who get married.

"Difficulties of an educational kind, such as the shortage of schools or teachers, affect girls more than boys only where the sexes are separated and fewer schools are provided for girls than for boys.

"A factor favouring women's access to education is the necessity for women nowadays to earn their own living and thus to have adequate vocational training. This factor is undoubtedly one of the main causes of the evolution that is taking place more or less rapidly in most countries. . . .

"The following conclusion may be offered: that the replies to the questionnaire sent to the Ministries of Education are in agreement on the principle of women having full access to education. This agreement is a source of satisfaction. Principles, especially those which concern the establishment of a juster society, are the moving forces of the history of mankind. Their affirmation gives reality to that which it is desired to bring about. The declaration of the principle of justice for women means that the principle is being realized."

Commenting upon the second major subject discussed by the Conference—Teaching of Natural Science in Secondary Schools—Mr. Albert Picot, of Switzerland, Chief Swiss Delegate to the Conference, spoke highly of the report presented by Miss Rachel Campert which he said also raises great questions of principle. This report, he said, brings up the question of the im-

portance to be given in schools in 1952, on the one hand, to the natural and exact sciences, and on the other hand, to moral science and literary culture.

"Many educators are seeking their way in these fields," he continued. "We believe that the solution can be found by considering, primarily, the general aim of schooling which should attempt to give a training which is at the same time moral—character formation—and intellectual, cultural education, broad and human enough to prepare the child to face life with a clear mind, a sense of observation, a critical judgment and an understanding of things spiritual and sentimental.

Spirit of Teaching

"For this, the spirit of teaching is of primary importance, and this spirit can be the same for science and for culture. It is not a question of determining the relationship of natural sciences vis-à-vis other disciplines; it is not a question of memorising a certain number of subjects, but to enable secondary school children to acquire a method of work in all types of disciplines. It is the acquisition of the art of understanding and of feeling which is known as the humanities. Natural sciences belong to the humanities if they are taught not so much for the sake of knowledge alone, but in order to develop qualities of observation, the acquisition of a love of nature and contact with reality."

On education of women throughout the world Mr. Torres Bodet, Director General of UNESCO, told the Conference:

"The diversity of roles which women are called upon to play in modern society, as active members of a human community larger than the family, demands therefore an appropriate education. Women are well aware of this when they ask for free access to education in order to better their condition as human beings, and the very change in that condition in turn calls for still further education. The higher status of women in modern society increases the

(Continued on page 13)

Education's New Frontier

—Television

By Franklin Dunham, Chief of Radio-Television

APPPLICATIONS for licenses for the 242 channels set aside by the Federal Communications Commission for the purpose of noncommercial educational operation are now beginning to be acted upon by the Commission. In July, the Kansas State College, Manhattan, Kansas, one of the pioneers in education by radio, received its CP, (construction permit) as did five stations in New York State, to be operated by the New York Board of Regents at Albany, Rochester, Buffalo, New York City and Binghamton. In August, licenses were granted also to the University of Houston and to the Allan Hancock Foundation at the University of Southern California.

When the application date arrived on July 1, the Commission already had advance applications from 20 institutions, ready to utilize these important channels, or others available for additional use. The locations and institutions listed were: *San Francisco*, the Bay Area Educational Television Association; *Miami (Fla.)*, The Lindsay Hopkins Vocational School, Dade County; *Manhattan, (Kans.)*, Kansas State College; *Albany*, the New York Board of Regents and the following: *New York City, Buffalo, Rochester, Syracuse, Binghamton, Ithaca, Malone, Utica, Poughkeepsie* (all New York Board of Regents); *Houston*, the University of Houston and the Houston Public Schools; *Los Angeles*, the Allan Hancock Foundation at the University of Southern California; *Ithaca*, Cornell University; *East Lansing*, Michigan State College; *Columbia (Mo.)*, University of Missouri; *Port Arthur (Tex.)*, Port Arthur College; *St. Louis*, St. Louis University and associates, and *New Brunswick, N. J.*, State Department of Education of New Jersey, at Rutgers University.

The last five-named institutions applied

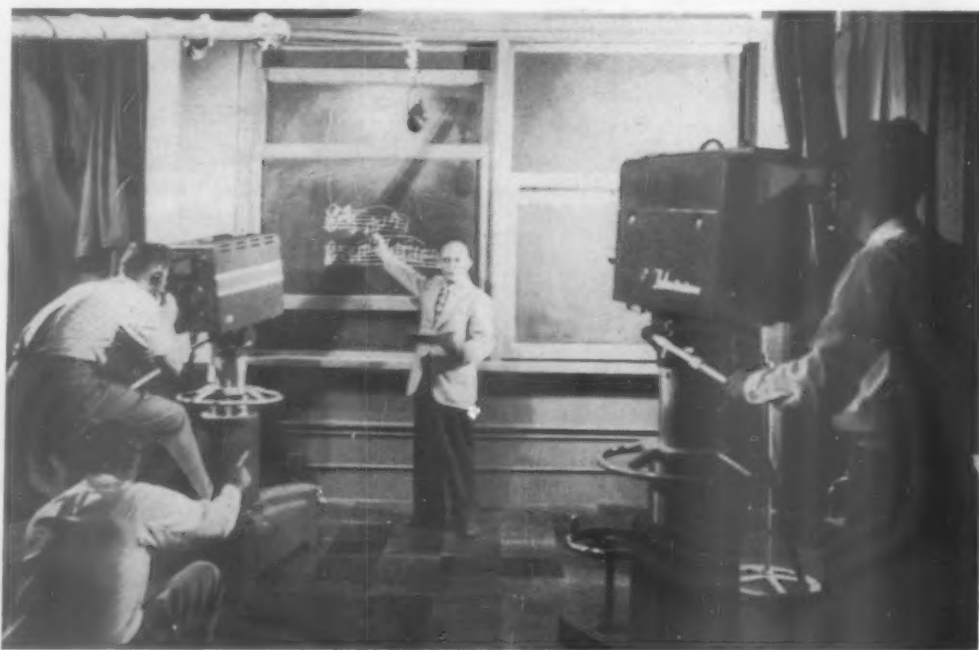
for permission to operate under commercial rules and not under the special 242 channel assignment, even though for the most part, operations will be nonprofit in character. Liberal rules announced by the FCC, allowing definite means of income for noncommercial stations, however, make noncommercial operation more attractive to most educational institutions. Since 133 educational radio stations now successfully operate on a noncommercial basis, a wealth of tried experiments and experience now exists for noncommercial operation.

Preparing Applications

Nearly 100 other institutions and school systems are now busily preparing their applications or are laying plans, discussing building and operating costs and recruiting staff for their 1953 plunge into television.

Actual television experience is quite old even though this country did not have regular television service until 1946. More than 10 years before that, this writer produced educational television experimentally for a small group of viewers (some 50 receiving sets) in New York over NBC. From 1936 to 1953 are 17 long years of progress in both the art and the science of visual and aural projection from studio to America's 155 million people. The educational value of the national political conventions this past summer was heralded all over the world as "democracy at work."

How did the educational world wake up to its opportunity? From a meeting of leading educators held in November 1950 at the U. S. Office of Education, came the beginnings of the organization. At that time, the first Joint Committee on Educa-



Loren Powell conducts demonstration in music from television studio at Allan Hancock Foundation, University of Southern California, Los Angeles. The blackboard set has been built into the studio for TV.



Teaching science by television. Dr. Howard conducts demonstration from built-in science set in Studio B, Allan Hancock Foundation, University of Southern California, Los Angeles.

tional Television was formed, which now represents the American Council on Education, the Association of Land-Grant Colleges, the National Education Association, the National Association of State Universities, The National Association of Educational Broadcasters and The Association for Education by Radio-TV. Virtually everyone in education is represented through these organizations, both private and public institutions over the Nation and the two professional groups actually engaged in broadcasting. This organization maintains headquarters at 1785 Massachusetts Avenue NW., Washington, D. C., and has, since 1951, operated under a Ford Foundation grant to supply help and assistance to those seeking to utilize this new medium of education. The U. S. Office of Education actively cooperates with this group and its television and radio chief serves on its board.

Principal Problems

Two principal problems facing educational television are: programming and finance, though staff, physical location of transmitter and studios, integration of purpose with the corporate purpose of the individual institution (or group of organi-

zations) are all of vital importance. A broad plan for educational programming is described by the writer in a current article in the *Educational Record* and available in reprint form both at the JCET and the U. S. Office of Education. It provides for programs of a cultural, development, and direct teaching nature in all the subject matter fields and does not neglect the value of news background programming nor sports programs of either intramural or league dimensions. Literally *everything* of interest to intelligent American citizens is included from university instruction for credit to programs for preschool children in the home. Truly, an opportunity for education.

As for finance, the first educational television station, WOI-TV, at the Iowa State College, Ames, in operation since February 1951, presents an interesting example of construction costs. This powerful station, covering half of Iowa's population, represents today an investment of approximately \$250,000. It began, however, with \$80,000 for transmitter, transmitter building, motion picture projection and mobile-transmitter on a station-wagon. Since 1951, beautiful studios have been acquired and a large staff has been engaged. It conducted a National TV Workshop for 60 people

entering the field from radio, August 17-24 of this year. The construction costs of new stations, planning to operate this coming year, vary in their applications from \$100,000 to \$250,000 and operating expenses are estimated at from \$40,000 to \$150,000. No set formula has been found for costs, since availability of tower, type of transmitter, flexible use of studios and cooperation of trained student staffs are all factors in cost of operation. Commercial stations have similar problems and varying costs but, of course, do not use trained student staffs.

Potential Income

Sources of income for noncommercial educational stations potentially include: Fees from courses for university credit; fees from courses for noncredit; sale of materials and literature to accompany courses; sale of magazines containing notes and lists of program schedules; paid preparation of programs of trade associations; public service groups and individual industrial organizations, containing no verbal advertising; exchange of programs prepared at other institutions and available on kinescope recordings; use of vast film catalogue of "free" films prepared by industry and available as well, through State and county film libraries. Also included are use of Government films prepared by various departments of Federal Government and catalogued by U. S. Office of Education; experimental programs on research projects of industry and government; paid research for foundations and organizations in the field of television; endowed programs of educational nature for both industry and foundations; tax-supported programs for public schools, community colleges, liberal-arts colleges, vocational schools, institutes and universities, and regular appropriations from municipal, county, or State authorities for station operation for the benefit of all the people.

Looking Ahead

Many of our schools and universities will use several and, perhaps in some cases, all of the income sources now available. State-wide networks are projected in Wisconsin, North Carolina, Connecticut, New Jersey, Pennsylvania, California, and Texas. New York is already in with 10 stations. Educational television will soon cover the nation.

To Improve Elementary Education

Representatives of 65 National Organizations Meet n



This detailed report was prepared by the staff of the Elementary School Section, Division of State and Local School Systems, of the U. S. Office of Education. Since the conference described is the sixth in a series on elementary education called by the Office of Education, it is believed that many teachers and school administrators now look forward to this annual conference and the report of its findings prepared especially for SCHOOL LIFE readers.

THE ANNUAL Conference on Elementary Education called by the Commissioner of Education, Earl James McGrath, convened in Washington, D. C., on April 30, May 1, and May 2 to discuss the theme, "Better Schools Through Cooperative Action." One hundred twenty-two representatives from sixty-five national organizations, both lay and professional, took part in the Conference program.

This Conference was the sixth in a series of Office of Education Conferences on Elementary Education. The first was held in the Office in 1947 on the theme, "Important Current Problems in Elementary Education." Seventeen national professional organizations were represented. Since 1947, lay as well as professional organizations have been invited each year and the number of professional organizations has increased.

The 1952 Conference on "Better Schools Through Cooperative Action" opened with a panel discussion which, through a series of provocative illustrations of cooperative action on both State and local levels, introduced the four major problems of the conference.

During the conference, four working groups discussed the major problems that

had been submitted by the organizations represented. One group worked on "Making Greater Use of Our Knowledge of Child Development." Another group discussed the topic, "Helping Children Grow With Regard to the Responsibilities and Rights of Democratic Living." A third discussed "Improving the Curriculum to Meet the Needs of Children in Today's World." A fourth considered problems of "Securing Better Services for Children." Two recorders reported the work of each group and a chairman guided the discussion. Significant statements, recommendations, and agreements were reported to the conference as a whole.

Suggestions For Action

How can we make greater use of our knowledge of child development was the problem the first group discussed. How to help children gain a feeling of security occupied much of the attention of this group throughout the conference. Among the ideas discussed were these suggestions for action: (1) Continue to develop programs that help bring about warm and understanding relationships between parents and teachers, and encourage them in their cooperative efforts to provide better learning opportunities for children, (2) help teachers develop a feeling of security in as many ways as possible, (3) select prospective teachers on the basis of their affection for children and their warmth of personality as well as academic achievement.

How can a school and its community work together to help children grow with respect to the rights and responsibilities of democratic living challenged the thinking of one working group. This group first stated what it believed to be the character-

istics, understandings and responsibilities of democratic living. Among these are: Respect for the dignity of each individual; recognition that human value is to be placed on each individual even though there are many differences among people; willingness of individuals to grant to others the rights and privileges they want for themselves; continuous improvement of inter-group understanding and cooperative action; use of the scientific method as a basis for arriving at solutions to problems.

The group furthermore decided that it is important for all organizations and persons who influence the lives of children to have a clear idea of the behavior required of people to function effectively in a democratic society. Many of these meanings in terms of rights and responsibilities need to be worked out by communities and groups working together. Feelings of self-respect, self-confidence and self-worth are essential to wholesome personalities—the necessary foundations of good citizenship. These essentials are, in fact, developed through providing children with opportunities to meet and solve real problems. Not only the school and home but all other institutions and organizations of a community, including professional and nonprofessional groups, have a responsibility in helping children grow into effective, participating members of our democratic society.

How can the curriculum be improved to meet the needs of children in today's world drew suggestions and recommendations from another group. Participants concentrated on ways of helping children to gain more nearly adequate social development. Their suggestions included helping children to understand life in their own communities



Closing panel on "Our Part in Securing Better Schools," left to right: Bernard Lonsdale, President, National Council of State Consultants in Elementary Education; Alvin Schindler, American Council on Education; Edith A. Lyons, National Congress of Colored Parents and Teachers; Lois M. Clark, Department of Rural Education, National Education Association; Wilhelmina Hill, conference chairman, U. S. Office of Education; Helen K. Mackintosh, panel coordinator, U. S. Office of Education; Agnes Meyer, National Citizens Commission for the Public Schools; John Miles, U. S. Chamber of Commerce, and Vivien Weedon, National Safety Council.

et n Annual Conference

and to cultivate habits of responsible citizenship. They felt that children should have aid in understanding common needs of people and in learning ways of meeting these needs. The group considered the importance of helping children to discover and appreciate the similarities and differences in many phases of the natural and social environment, thus developing a better understanding of the world in which they live.

"How can we help children learn how to work with others?" asked one participant.

In this problem, the group thought the best techniques of human relations should be discovered and employed by both community and school. Emphasis should be put upon the dignity of the individual and the value of his service to society. Moral support should be given community leaders who attempt to modify undesirable patterns already existing. Bands, orchestras, and workshops have been found useful in helping children learn to respect one another's opinions and get along together.

"How can schools help children deal with the problems they face today?" asked another participant.

Means of Expression

As this group saw it, the need is great for children to develop with stability and with increasing understanding of their environment. The emotions, it was agreed, are reflected in behavior. Expression gives release from tensions created by fear and helps to clarify understandings. The schools, therefore, should provide all children many opportunities for gaining understandings; they should also make it possible for all children to learn to express what they

feel and think through legitimate means, such as language, art, music, drama, dance, and in other ways. Science and social studies contribute much to understandings, it was thought, but understandings derive fully as much from ways of living as from the content of the studies undertaken. For this reason, it seems wise to catch or stimulate the interest of children through experiences which help them learn to deal with their world regardless of subject-matter boundaries. The differences among children—in homes, experiences, abilities, and achievement—make this a complex problem, especially in crowded classrooms, but the group felt that the need for our society

are not aware of this change of focus. If children are to benefit, ways must be found to bring the public and the teachers together so that purposes of both may be realized and the work of the school clarified.

"We have fine teachers in our community," said another participant. "I would like to have the group talk about ways in which our various organizations can help them do even a better job of teaching."

It was apparent from the outset that this discussion group likes and admires our teachers. That modern society expects much of its teachers was the consensus. Most teachers try to do what is expected, but except for some of the more recently



One view of the conference in session.

to develop all of its people could not be minimized.

The work of the elementary schools is now as fully focused upon the development of emotional stability and understanding as it is upon the study skills, but the public and many school people, including teachers,

trained, the education of present-day teachers has not included techniques required to help children meet many of today's problems.

In addition, certain threats were seen to providing the best teaching for our

(Continued on page 15)

They Learned English in Six Weeks



Korean officers study simple English words projected on a table-cloth screen.

President Truman—on the United Nations

In spite of all these difficulties and discouragements, the United Nations remains the best means available to our generation for achieving peace for the community of nations.

★ ★ ★

In the United Nations we have pledged our support to the basic principles of sovereign equality, mutual respect among nations, and justice and morality in international affairs. By the Charter all United Nations members are bound to settle their disputes peacefully rather than by the use of force. They pledge themselves to take common action against root causes of unrest and war, and to promote the common interests of the nations in peace, security, and general well-being.

These principles are not new in the world, but they are the only sure foundation for lasting peace. Centuries of history have made it clear that peace cannot be maintained for long unless there is an international organization to embody these principles and put them into effect.

The United Nations provides a world-wide forum in which those principles can be applied to international affairs. In the General Assembly all member nations have to stand up and be counted on issues which directly involve the peace of the world. In the United Nations no country can escape the judgment of mankind. This is the first and greatest weapon against aggression and international immorality. It is the greatest strength of the United Nations.

★ ★ ★

We cannot admit that mankind must suffer forever under the burden of armaments and the tensions of greatly enlarged defense programs. We must try in every way not only to settle differences peaceably but also to lighten the load of defense preparations. In this task the United Nations is the most important if not the only avenue of progress.

—President Harry S. Truman, in Letter of Transmittal to the Congress, of report of "U. S. Participation in the UN" for the year 1951. Department of State publication 4583, released July 1952. Pages I, IV, VI. (324 pages, in paper, 65¢ from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

ACCORDING to a report by Captain Joseph K. Lester to the Department of the Army, 17 people said it couldn't be done.

He referred to a proposed plan to teach Korean Army Signal Corps officers how to speak English in 6 weeks.

With a still-film projector, a 16-mm. motion picture projector, a sheet serving as a screen, a duplicating machine, dictionary, paper and pencils, the course was begun under the direction of the Senior Signal Advisor of the United States Military Advisory Group to the Republic of Korea.

First with words, then simple sentences, and speech, using illustrations wherever possible, the course progressed. Repetition and practice brought results. American phrases were duplicated and given to each Korean officer student. Voices were recorded on a tape recorder and played back for voice study. Corporal John M. Garcia, a speech correctionist in civilian life, held private consultations with each student. Feature length motion pictures were used to teach the light side of the English language. They stimulated thought. There were conducted tours of the villages, during which the instructor pointed to objects, and students created sentences.

On graduation day several students gave short addresses in English. They spoke spontaneously. The addresses evidenced a decided improvement in sound control, accent, sentence construction and speech delivery. The subjects selected were interesting also—The Atom Bomb, A Comparison of the English and Korean Languages, WACS in the Korean Army, and American Motion Pictures in Korea.

Captain Lester concludes his interesting report by pointing out that 6 weeks is not time enough to teach the rudiments of formal English, but a 6-week course of this kind can have much value. The evidence—that 14 Korean officers can now read American military manuals. He says also that this particular course has helped to beat down the language barriers dividing Americans and Koreans.

The November issue of **SCHOOL LIFE** reports on South Korean teachers in the United States—a human interest article by Dr. Thomas Cotner, Division of International Education, Office of Education.

Looking at Problem of Illiteracy

EARLIER this year Lewis B. Hershey, Major General of the United States Army, and Director of the Selective Service System issued a statement on the effects of illiteracy on the full utilization of our Nation's manpower, particularly with reference to the procurement of men for the armed forces.

General Hershey said, "One of the many tough problems we had to wrestle with during World War II in selection of men for the armed forces was the problem revolving around illiteracy, and while statistics on rejections for illiteracy are somewhat confusing, the conclusion is inescapable that the cost of illiteracy in terms of men rejected and in terms of money was enormous.

"If you analyze deep enough, it is quite plain that illiteracy was also costly to the Nation in terms of human lives. Because every factor that tended to slow down total mobilization in those early war years contributed to prolongation of the war. Illiteracy certainly was a factor working against us in our race with time."

Educational Deficiency

The General went on to say that "Even though large numbers of illiterates were accepted after June 1, 1943, on the basis of passing so-called intelligence tests, and there were several changes in mental standards, our best calculations indicate that 300,000 registrants were rejected solely for educational deficiency during World War II.

"When I point out that those 300,000 men would have made up somewhere between 15 and 20 World War II divisions," the General's statement continued, "and also point to the extra cost and time consumed in giving the illiterates who were accepted enough of the rudiments of education to enable them to understand orders—when these things are considered, I do not believe it is necessary for me to enlarge upon my observation that illiteracy was very expensive to the Nation during World War II any way you care to look at it.

He concluded his statement by emphasizing that "Illiteracy was very expensive then; it is very expensive now—and the less

we combat it, the more expensive it will be in the future."

Dr. Ambrose Caliver, Assistant to the United States Commissioner of Education, and chairman of an Office of Education Committee on Educational Rejectees, points out in a new publication of the Office of Education, that illiteracy "is not a sectional nor racial problem. . . . It is national and world-wide in scope," he says.

An Affirmative Attack

"In view, therefore, of the rapidly changing conditions in our country and throughout the world, and of the urgency of the problems that can be solved only by a literate citizenry," Dr. Caliver says, "it would be quite unwise to depend on the 'natural process' to eliminate illiteracy. I believe that unless we develop an affirmative and concerted attack on this problem without delay, we shall place in jeopardy not only our national prosperity, but the success of our foreign aid programs and our national safety as well."

Dr. Caliver's statement appears under the title, "Educational Attainment of the Adult Population—1950" in a SCHOOL LIFE series of reprints on literacy education now available from the Office of Education in limited number.

United States Commissioner of Education Earl James McGrath, says in the above publication, "A crusade to wipe out the blot of illiteracy from our Nation will have a salutary effect on our entire educational enterprise. It will not only give a tremendous impetus to our efforts to enforce our compulsory school attendance laws, but also help to increase financial support of education. Such a crusade will improve our educational materials and methods generally, as well as provide millions with the tools of communication which are the means of developing more effective and fruitful citizens in all walks of life. . . . Our position of world leadership demands that we attack this problem without delay; and that we put into the task all the intelligence, resources, and scientific 'know-how' at our command. In so doing, we shall not only strengthen our physical and moral defense, but we shall also contribute greatly to the peace and prosperity of the entire free world."

New Assistant Commissioners Named



Joseph R. Strobel.

THREE OUTSTANDING educators have recently joined the staff of the Office of Education as Assistant Commissioners. They are Joseph R. Strobel, former Ohio Director of Vocational Education, now serving as Assistant Commissioner for Vocational Education; Oliver J. Caldwell, formerly with the Department of State educational exchange service, who is the Assistant Commissioner for International Education; and Ward Stewart of the Economic Stabilization Agency, the Assistant Commissioner for Program Development and Coordination.

Dr. Strobel succeeds Dr. Raymond W. Gregory who has been named Special Assistant to the U. S. Commissioner of Education.

Commenting on the appointment of Dr. Strobel, Commissioner McGrath said, "The national program of vocational education will gain much from his splendid background of experience in industry, as well as from his successful service in teaching, teacher education, and administration in vocational education."



Oliver J. Caldwell.

THE COMMISSIONER of Education in announcing the appointment of Mr. Caldwell said, "In this new post he has the

opportunity to make full use of his own broad cultural background, proved administrative skill, and his wide experience as a college professor in foreign universities, in educational research, and in extensive educational exchange service with the Department of State. I am confident that he will make important further contributions in the growth of international understanding."



Ward Stewart.

The appointment of Dr. Ward Stewart as Assistant Commissioner for Program De-

velopment and Coordination was announced on August 19.

"Dr. Stewart brings to this key position in the U. S. Office of Education an extensive background and an outstanding record of experience in the field of education, law, and public administration," said United States Commissioner of Education Earl James McGrath. "I confidently expect he will assist the Office of Education to make an increasingly greater contribution to American education."

Dr. Stewart came to the Office of Education from the Economic Stabilization Agency where he served on the staff of the Administrator. He has held responsible executive positions involving major responsibility for the direction of educational and training programs in several Federal agencies, including the Tennessee Valley Authority, the National Youth Administration, U. S. Treasury, National Housing Agency, and the U. S. Atomic Energy Commission.

educational statesmanship in time of war and of peace, in periods of inflation and depression, and in times filled with professional problems. In my judgment Dr. Givens exemplifies in his own personal and professional life the type of integrity and dedication to the highest ideals of American life which this Nation now needs in positions of leadership, both in private and in public offices.

"He has developed in the National Education Association a strong professional unity which indeed is well represented by committees like those reporting this morning.

Distinguished Career

"His administrative career has been distinguished by his remarkable ability to give unflagging attention to matters so diverse as international relations, research, and public relations.

"His ability to draw together the members of the profession in diverse activities related to the entire educational system of the United States is clearly demonstrated in the expansion of the membership of this organization from 161,000 in 1935 to 486,000 in 1952, and the increase of the budget from somewhat under a half million to approximately two and a half million dollars, and the growth of the professional staff from less than a hundred to nearly five hundred.

Pledge to Dr. Carr

"As he leaves his position, I want to wish for him on behalf of the entire staff of the United States Office of Education a continuation of his dynamic professional activities, his health, and his prosperity."

Expressing good wishes to Secretary-Elect Dr. William G. Carr, Commissioner McGrath said, "His accomplishments as a member of the National Education Association family have already demonstrated that his career as the new secretary will be outstanding and productive. I congratulate Dr. Carr upon the distinction which the profession has bestowed upon him in electing him to this new post, and I pledge him the full cooperation and friendly relationships of the staff of the United States Office of Education in advancing the interests of American education."

Dr. Carr was officially inaugurated as N. E. A. Executive Secretary on October 12 and 13.

Tribute to Dr. Givens of the N. E. A.



Outgoing and incoming executive secretaries of the National Education Association. Left, Dr. Willard E. Givens, and right, Dr. William G. Carr.

IN ADDRESSING the 90th Representative Assembly of the National Education Association at Detroit, Mich., in July, Earl James McGrath, U. S. Commissioner of Education, paid high tribute to Dr. Willard E. Givens, who has served as executive secretary of the National Education Asso-

ciation for many years, and who this month has been succeeded by Dr. William G. Carr.

Commissioner McGrath said of Dr. Givens, "Without attempting any comprehensive recital of his numerous activities during the past 17 years, I would merely like to point to the fact that he has exhibited

CONFERENCE

(Continued from page 5)

need for education and widens its scope."

Mr. Bodet had this to say about the teaching of the natural sciences:

"It is upon primary and above all upon secondary education that the onus falls of providing all young people with a grounding in science, not only in order to give them access to a technical or scientific career, but also to supply those destined for nonscientific activities with the minimum information necessary for life in modern society.

"For future specialists, therefore, a judicious preparation at the secondary stage is extremely useful; but for those who do not intend to study science after matriculation, some scientific education before they reach that parting of the ways would seem to be really indispensable. It is thus especially for the benefit of the second group that we should endeavor to give all school children, before matriculation and while there is still time, a general outline of science, so as to awaken their interest in scientific achievements and to thoroughly acquaint their minds with scientific method. At this common stage of general education it is much more important to develop the ability to learn than to accumulate items of knowledge. . . . Science as taught must be a living science. . . . By ceasing to be a mystery, science will not lose any of its prestige. It will gain in human value. . . ."

The Fifteenth International Conference on Public Education was sponsored by the International Bureau of Education and UNESCO.

3,000,000 Teachers

Three million teachers are in the World Confederation of Organizations of the Teaching Profession, founded August 1, 1952. It represents a merger of the World Organization of the Teaching Profession, the International Federation of Secondary School Teachers, and the International Federation of Teachers Associations. President is Ronald Gould, Executive Secretary of the National Union of Teachers of England and Wales. Secretary General is William G. Carr of the National Education Association of the United States. WCOTP will maintain headquarters at 1201 Sixteenth Street NW., Washington 6, D. C.

U. S. OFFICE OF EDUCATION PUBLICATIONS

(1951-52 fiscal year)

BULLETINS

1951

- No. 6 State provisions for financing public-school capital outlay programs, 40¢.
- No. 12 The UN declaration of human rights in secondary schools, 15¢.

1952

- No. 1 Know your school law, 15¢.
- No. 2 Statistics of land-grant colleges and universities, year ended June 30, 1951, 20¢.
- No. 3 Accredited higher institutions 1952, 35¢.
- No. 4 State provisions for school lunch programs—Laws and personnel, 20¢.
- No. 5 Core curriculum—Development problems and practices, 30¢.
- No. 6 Higher education in France (in press).
- No. 7 How children learn to read, 15¢.
- No. 8 Financing adult education in selected schools and community colleges, 15¢.
- No. 9 The teaching of general biology in the public high schools of the United States, 20¢.
- No. 10 Education in Turkey (in press).
- No. 11 The forward look: The severely retarded child goes to school, 20¢.
- No. 12 Federal funds for education 1950-51 and 1951-52, 30¢.
- No. 13 Schools at work in 48 States (in press).
- No. 14 How children and teacher work together (in press).
- No. 15 Studies in industrial education (in press).
- No. 16 Television in our schools (in press).
- No. 17 Education in Sweden (in press).
- No. 18 Radio and television bibliography (in press).
- No. 19 Recordings for teaching literature and language in the high school (in press).
- No. 20 Health services in city schools (in press).
- No. 21 Land-grant colleges and universities—A Federal-State partnership (in press).

VOCATIONAL DIVISION BULLETINS

- 248 Summaries of studies in agricultural education, Supplement No. 5, 20¢.
- 249 With focus on family living (in press).

PAMPHLETS

- 112 Some problems in the education of handicapped children (in press).

MISCELLANEOUS BULLETINS

- 15 The financing of State departments of education, 45¢.
- 16 The personnel of State departments of education, 30¢.
- 17 Science facilities for secondary schools (in press).

BIENNIAL SURVEYS OF EDUCATION IN THE UNITED STATES—1948-50.

- Chapter 2, Statistics of State school systems, 1949-50, 30¢.
- Chapter 4, Section I, Statistics of higher education: Faculty, students and degrees—1949-50, 25¢.
- Chapter 4, Section II, Statistics of higher education: Receipts, expenditures and property 1949-50, 20¢.

CIRCULARS

- No. 204 Financial accounting for public schools, Rev. 1948, 35¢.
- No. 329 Education in rural and city school systems, 15¢.
- No. 333 Earned degrees conferred by higher educational institutions 1950-51, 60¢.
- No. 335 Life adjustment education in American culture, 30¢.
- No. 337 Expenditure per pupil in city school systems, 1950-51, 25¢.

MISCELLANEOUS

- They Can't Wait, 10¢.
- Annual Report of the Office of Education—fiscal year 1951, 20¢.
- Scientific Manpower Series No. 2, The composition of the sanitary engineering profession, 15¢.
- Administration of public laws 874 and 815, 25¢.
- First progress report—School facilities survey, 40¢.
- Misc. 3314-6, Supervised practice in counselor preparation, 20¢.
- The 6 R's, 10¢.

NATIONAL SCIENTIFIC REGISTER

- Scientific Manpower Series No. 1, Research and development personnel in industrial laboratories 1950, 15¢.
- Scientific Manpower Series No. 2, The composition of the sanitary engineering profession, 15¢.
- Scientific Manpower Series No. 3, Manpower resources in physics 1951 (in press).

Office of Education, FEDERAL SECURITY AGENCY

Order publications from Superintendent of Documents, Washington 25, D. C.

Defense Information for Schools and Colleges

Appropriation by the 82nd Congress of a total of 195 million dollars for school construction projects in "Federally affected" defense areas. . . .

Five benefits designed to assist veterans who have served in the armed forces since the outbreak of fighting in Korea. . . .

More copper and aluminum available under self-authorization provisions of the Defense Production Administration. . . .

Effect of the steel situation on construction of schools, colleges and libraries. . . .

. . . Defense information bulletins on these actions were sent to the Nation's leading educators by the Commissioner of Education during the past several weeks.

Since the appropriation of 195 million dollars by the Congress in July, the Office of Education has made reservation of 125 million dollars for construction of minimum school facilities in local school districts of practically all the States. Funds are allotted on the basis of "relative urgency of need." Priorities in reserving funds are set by the Office of Education by the percentage of children in the school district who are "Federally connected," as defined by Public Law 815, and the percentage of children in the school district for whom no minimum standard school facilities exist.

State departments of education have designated representatives to assist school districts in the preparation of applications for Federal funds under this program, and to work with applicants in developing construction project proposals.

The Community Facilities Service, Housing and Home Finance Agency, reviews project applications as to their fiscal and engineering aspects, and has responsibility for supervision of the construction and engineering features of this program in accordance with the law passed by Congress.

For Korean Veterans

Under the "Veterans' Readjustment Assistance Act of 1952," commonly known as the Korean GI Bill of Rights, veterans who have served 90 days or more in the armed forces since June 27, 1950, are al-



James C. O'Brien.

lowed certain benefits. Included are education and training, guaranteed or insured loans for homes, farms and businesses, unemployment compensation, mustering-out pay, and job-finding help.

Education and training benefits of the Act were described by the Veterans' Administration in an official release as follows:

The education and training provisions allow a veteran one and one-half days of training for each day in service after the outbreak of the Korean fighting—regardless of where the service was performed—up to a maximum of 36 months.

However, veterans who have previously trained under earlier veterans' training laws—the World War II GI Bill or Public Laws 16 or 894 for the disabled—may get up to 48 months, minus whatever time they've already spent in training under those earlier programs.

A veteran may train in school or college, on-the-job or on-the-farm, so long as the school or training establishment has been approved by an appropriate State Approving Agency and meets other qualifications of the law. Only one change of course program is allowed, except under certain conditions determined by the Veterans' Administration.

Veterans in GI Bill training will receive an education and training allowance each month from the Government, to meet part of the expenses of their training and living costs. Tuition, fees, books, supplies and equipment will not be paid by the Government; instead, they will have to be paid out of the monthly allowance.

Rates for veterans in full-time training in schools and colleges are \$110 a month, if they have no dependents; \$135 if they have one dependent, and \$160 if they have more than one dependent. Those in training less than full time will receive lower monthly rates.

Top monthly amounts for on-the-job trainees are \$70 without dependents; \$85 with one dependent, and \$105 with more than one dependent. The maximums for institutional on-farm trainees are \$95, \$110, and \$130, respectively. The law requires that on-job and on-farm rates be reduced, at 4-month intervals, as training progresses and veteran's own earnings increase.

The law also specifies that veterans taking institutional on-farm training must devote full time to their program.

The new GI Bill places a \$310-a-month ceiling on job training, regardless of dependency status. Should a veteran's training allowance plus his earnings as a trainee exceed this amount, VA will reduce the allowance accordingly. There's no ceiling, however, on what he may earn.

A veteran will get his monthly allowance some time after the end of each month of training completed. Before the VA can pay him, the law requires a certification from both the veteran and his school or training establishment, that he was enrolled in and pursuing his course during that period.

This new method of payment differs from procedures followed under previous veterans' training laws. Under earlier laws, VA paid tuition and other costs directly to schools, and also paid eligible veterans a monthly subsistence allowance.

New Division

To carry out the functions and responsibilities placed on the Office of Education under the "Veterans' Readjustment Assistance Act of 1952," Commissioner of Education Earl James McGrath established a Division of Veterans Educational Services in the Office. He designated as Director of this Division Mr. James C. O'Brien, who has been serving as Director of the National Scientific Register and as Assistant Commissioner for Defense Activities within the Office of Education.

In naming Mr. O'Brien to this new position, and in announcing the new Division, Commissioner McGrath said, "The Office of Education has been given a vital role in assisting in the provision of vocational readjustment and the restoration of lost educational opportunities to service men or

women whose educational and vocational ambitions have been interrupted by reason of their service in the armed forces during this period of national emergency."

The bulletin on liberalization for self-authorization for copper and aluminum pointed out that the "further liberalization was made effective August 4, 1952, increasing copper from 750 pounds to 1,000 pounds and aluminum from 1,000 pounds to 2,000 pounds. These amounts are for each project per quarter."

Regarding the steel situation and the effect of the recent work stoppage, the Office of Education informed school and college administrators that "under advance allotment authority given the Office of Education for fourth quarter and first quarter, we will have sufficient materials for all construction previously authorized and already underway." The Office warned that "we shall probably have to limit authorization for 'new starts' in fourth and first quarters to construction projects in defense housing areas or other defense related projects, for replacement of facilities destroyed by fire, windstorm, or flood (catastrophe), and to relieve serious overcrowding of present facilities."

ELEMENTARY EDUCATION

(Continued from page 9)

children: (1) Teachers are entering the elementary school who have had little or no professional education in child growth and learning, (2) overcrowded classrooms deprive children of individual attention, and (3) the school day is shortened in some places to as little as two and a half or three hours.

For the improvement of teachers who are not equal to the demands of the day or who lack professional education for elementary schools, it was pointed out that schools and communities (1) should make opportunities for such teachers to learn, through workshops, visits, courses, and other ventures; (2) should allow time for growth; (3) should provide materials in areas where growth is needed; and (4) should encourage teachers at all times to teach well.

What can we as a group do to secure better services for children? was a question on which another group worked.

Better educational services for children come about, the group said, largely through discovering effective ways for school and citizen groups to work together. Analyz-

ing some of the principles for successful citizen participation and action, the group agreed that viewpoints of all groups in a community must be sought and utilized in planning; that there is value in selecting persons for committee membership who can make a contribution to group planning rather than represent an organization; that prejudices of persons must be recognized; that it is important for communities to work slowly going only as rapidly as the people desire and can accept change. To achieve successful action for elementary education,

good leadership is essential to help guide groups in studying problems and in planning appropriate action concerning them.

The closing panel on the topic, "Our Part in Securing Better Schools" consisted of two groups of conference participants—a reporting group and an interviewing group—who brought before the conference as a whole items of agreement and beliefs that had been emphasized in the work sessions, clarified points of disagreement, and focused attention on action for securing better schools.

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Director, Trade and Industrial Education.....	WALTER H. COOPER

DIVISION OF CIVILIAN EDUCATION REQUIREMENTS

Assistant Director, Civilian Education Requirements.....	JOHN TREVOR THOMAS
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DIVISION OF VETERANS EDUCATIONAL SERVICES

Assistant Commissioner for Veterans Educational Services.....	JAMES C. O'BRIEN
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Selected Theses on Education

Ruth G. Strawbridge, Bibliographer, Federal Security Agency Library

THESE THESES are on file in the Federal Security Agency Library, where they are available for interlibrary loan.

The Attitude of High School Juniors and Seniors Toward Counseling Procedure With Reference to Certain Personality Factors and Personal Problem Frequency. By Rev. Trafford P. Maher. Doctor's, 1951. Catholic University of America. 126 p. ms.

A Community Occupational Survey of a Manufacturing and Industrial City, Suburban to Boston, to Discover the Jobs or Occupations Within the Community, Suited to the Limited Abilities of Special Class Graduates. By Raymond T. Harrington. Master's, 1950. Boston University. 101 p. ms.

Factors in Intelligence and Achievement. A Study of the Factor Pattern Resulting From Analysis of the Scores of Boys in Junior Year of High School on Intelligence and Achievement Tests. By Rev. Justin A. Driscoll. Doctor's, 1951. Catholic University of America. 56 p.

A Follow-up Study of the 1947-50 Grad-

uates of the Business Department of the Arlington High School. By James J. Toner. Master's, 1951. Boston University. 107 p. ms.

Library Service for Primary Grades. By Trixie R. Nelson. Master's, 1950. Texas College of Arts and Industries. 96 p. ms.

The Non-Essential and Duplicating Activities of the Union Superintendent in the Northern New England School Union. By Donald W. Dunnann. Doctor's, 1951. Harvard University. 182 p. ms.

Organization and Duties of Examining Boards of Committees for the Selection of Public School Teachers in Cities of 100,000 Population or Over. By Joseph M. O'Leary. Doctor's 1951. Boston University. 258 p. ms.

The Present Status of Audio-Visual Education in the Public Schools of Rhode Island. By Edward L. Lee. Master's, 1950. Boston University. 302 p. ms.

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A Survey of Data Accumulated in a Study of 800 Cases Seen at the Conservation of Hearing Center of Syracuse University. By Estelle S. Joseph. Master's, 1951. Syracuse University. 64 p. ms.

Workers' Education in the United States. By Bert MacLeech. Doctor's, 1951. Harvard University. 497 p. ms.

New Books and Pamphlets

Susan O. Futterer, Associate Librarian, Federal Security Agency Library

Dealing With Fear and Tension. Washington, D. C., Association for Childhood Education International, 1952. 34 p. Illus. (Reprint Service Bulletin No. 24) 50 cents. (Order from: Association for Childhood Education International, 1200 15th St. NW., Washington 5, D. C.)

Free and Inexpensive Learning Materials. Nashville, Tenn., Division of Surveys and Field Services, George Peabody College for Teachers, 1952. 194 p. \$1.00.

A Guide for Child-Study Groups. By Ethel Kawin. Chicago, Ill., Science Research Associates, Inc., 1952. 72 p. Illus. 40 cents.

Illustrative Learning Experiences: University High School in Action. By University High School Faculty, University of Minnesota. Emma Marie Birkmaier, Editor. Minneapolis, Minn., The University of Minnesota Press, 1952. 108 p. (The Modern School Practices Series, No. 2.)

A Guide for the Study of Holding Power in Minnesota Secondary Schools. By George Edberg, Minard W. Stout and Glenn F. Varner. St. Paul, Minnesota State Department of Education, 1952. 48 p. (Bulletin No. 21 of the Minnesota Secondary Schools Improvement Series.)

The Problem of Drop-Outs in the Secondary School. With Special Reference to Seven Texas High Schools. By Earl Allen and J. G. Umstattd. Austin, Texas, Texas Study of Secondary Education, 1951. 23 p. (Research Study No. 8, The Texas Study of Secondary Education.)

Organizing For Teacher Welfare. A Proposal for Handling Problems Arising in the Area of Teacher Welfare. By Willard B. Spalding, Celia B. Stendler, John W. Hanson and Others. Danville, Ill., Interstate Printers and Publishers, Inc., 1952. 54 p. 30 cents. (An American Education Fellowship Pamphlet.)

The Role of Elementary Education. By Bernice Baxter, Gertrude M. Lewis, and Gertrude M. Cross. Boston, D. C. Heath and Co., 1952. 374 p. Illus. \$4.50.

Teaching the Social Studies in Secondary Schools. By Arthur C. Bining and David H. Bining. Third Edition. New York, McGraw-Hill Book Co., Inc., 1952. 350 p. \$4.25.

Tested Public Relations for Schools. By Stewart Harral. Norman, Okla., University of Oklahoma Press, 1952. 174 p. \$3.00.

Vitalized Assemblies: 200 Programs for All Occasions. By Nellie Zetta Thompson. New York, E. P. Dutton & Co., Inc., 1952. 160 p. \$2.00.

(Books and pamphlets listed should be ordered from the publishers.)